

REPORT
OF THE
RATIONAL EVALUATION
OF ACADEMIC ASPECT OF
NON-FORMAL EDUCATION PROGRAMME
IN
ANDHRA PRADESH

NON-FORMAL EDUCATION
DEPARTMENT OF PRE-SCHOOL & ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
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PROJECT TEAM

Professor J. Namipantulu,
Project Coordinator (ACAD)

Shri T.D. PRASAD ROA,
Joint Director, NFE.

PROJECT TEAM AT NCERT

PROFESSOR K.G. Rastogi,
Project Director,

Professor N.K. Ambasht,
Project Incharge

Dr. (Mrs) S.R. Arora,
Project Coordination,

Dr. Nagendra Singh,
Project Associate,

Mrs. S. Das,
Project Associate (from 27.7.85-14-10-86)

Dr. Prabhakar Singh,
Statistician (from 13-9-85-9-10-1985)

Mr. Sanjeev Kumar,
Statistician (from 19.2.86-20-8-86)

Mr. Mohan Yadav,
Statistician (from 1-9-1986)

SECRETARIAL ASSISTANCE

SHRI R.P. RATHI, PA

SHRI SURENDER KUMAR,
Stenographer-Typist.

REPORT OF THE RATIONAL EVALUATION OF N.F.E
(ANDHRA PRADESH)

CHAPTER- II

(PHILOSOPHY AND OBJECTIVES)

1-1 PHILOSOPHY AND CONCEPT OF NFE

One of the Directive principles of our Constitution is to impart universal free and compulsory education to all the children of 6-14 age group. But, this directive has stayed on paper as a directive, without giving any direction. Though our intention, to make this possible, is healthy, yet the implementation aspect got bagged down, due to a number of reasons. We have been extending the year of completion of this scheme from time to time and now it starts as 1990. But, a need is felt to think of some alternatives so that, the achievement of the objective can be quickly completed.

Though enrolment is satisfactory in our schools, yet the enrolment of girls, and scheduled castes and scheduled tribes is not that satisfactory. When this is the situation with enrolment, the situation of drop-outs is equally alarming. Out of every 100 children being admitted in Class I, only 40

are completing class V and 25 are completing class VII. The position of Instructional materials and instructional aids is equally unsatisfactory in our schools. The primary education curricular is not in tune with the life needs of the children. That is why, the rural children are not enthusiastic to go through this type of education. Though, the slogan that 'Education for all' has been there for the past 30 years, yet the present system of education is suited to only certain sections of the society.

Reasons are many for such a pitiable state of affairs. But, mostly the reason appears to be economic children who do not attend school, usually do so because they have to help their parents, either in earning a few more rupees or in household affairs. Hence the parents develop an idea that it is better for their children to stay in the house and help them in house, rather than attending a school for five house. Some of the children, though they join the school, they usually do not complete the full five-year term, and it is resulting in a lot of wastage to the exchequer. Certain other children stay in the same class for more than one year, thereby motivating them to drop-out of the school. This again, is due, to the defective system of education and instruction followed in the school

more so, in the case of children who are socially and economically backward.

So, the three important reasons—the wastage, the stagnation and the lapse into illiteracy, have made the concerned authorities to think of a viable alternative to formal education and the result is the introduction of the non-formal education. The Non-formal education approach is expected to work as an alternative approach to supplement the efforts of the state in attaining the constitutional directive of universalization of primary education.

1.1.1. Concept of NFE.

The non-formal education is neither casual nor incidental education. It is an organised system of educational activity carried on outside the framework of the establishment of formal system, whether operating separated or as an important feature of some broader activity that is intended to some identifiable learning clientele and learning objectives. It has flexible point of entry and is amenable for re-entry, it is a process of understanding the learner's needs, their environment and social goals. It is diversified, flexible and open end. It is a way of maximization of human potential; it encourages critical overlook and

healthy points of departure from formal system, the methods of teaching are learner-oriented and the content is based mainly on the immediate necessity of the clientele and the evaluation is functional-oriented. The goal is to provide educational facilities through non-formal programmes to the age-group of 6-14 so as to realise the goal of universalization of elementary education as stipulated in the constitution. It is meant to bridge the gap between those who have monopolised educational opportunities and those who are deprived of them due to various reasons.

Non-formal education system has certain facilities which are unique to it. The most important is that of time. School hours and holidays can be set according to local needs. A Non-formal education centre does not need a separate building. They may be run in public places, school buildings or any other space provided by benevolent citizens. These centres can use the facilities available with the local schools, the formal school teacher can also act as the instructor in the NFE centres. These rules regarding admissions, attendance are not applicable to the NFE centres. The teacher is allowed the freedom of adjusting convenient sequences

and periodicity to the speed of the students' progress. The students are not compelled to finish the course within a rigid time-limit.

1.2 ROLE AND STATUS OF THE PROGRAMME WITH RESPECT TO FORMAL EDUCATION PROGRAMME

NFE programme can only supplement but not supplant the Formal education programme. NFE programme is a viable alternatives to formal system.

In regard to the role and status of NFE with respect to Formal Education, the following can be said:

- 1) The Competencies to be developed in NFE are determined basing on the competencies expected of a particular age-group in the formal system.
- 2) A child who has completed the NFE programme, can join the main stream, i.e. formal stream, if he so desires.
- 3) The instructional materials prepared for NFE are different from the formal stream, but the instructional procedures are almost the same.
- 4) It is proposed to design bridge courses for the appropriate levels at the appropriate time so that a child can switch over from non-formal stream to the formal stream.

1.3 Policy of NFE Programme.

As has already been mentioned earlier, NFE has come into existence in Andhra Pradesh as a viable alternative to Formal Education.

The scheme has been introduced in Andhra Pradesh during the year 1975-76 on an experimental basis for the age-group 6-14. At present there are about 17,452 centres in the stage, covering 274 blocks in 23 districts. An enrolment of 3,45,000 children have been covered in these centres. Besides this, 1012 NFE centres covering an enrolment of 25,300 children exclusively for girls was opened in 1984-85. An amount of 654.95 lakhs under the State Sector and 405.00 lakhs under Central sector were provided during the entire VI Plan period. The expenditure for the scheme is on 50:50 basis on behalf of the State and the Centre. One superior, will supervise the 60 Centres of NFE.

During the current year, i.e 1985-86, 2880 additional NFE centres at Primary level, 2800 centres at middle level and 2040 additional NFE centres exclusive for Girls at Primary level are proposed to be opened duly covering 1.98 lakhs children.

Criteria for selection of centres/blocks:

While selecting centres or blocks the following criteria are followed:-

- 1) The blocks having the highest number of non-enrolled children.
- 2) If there is an urban range or a block with an urban area as headquarters with a good number of non-enrolled children, it is given preference, because it will be easier to cover the children in such an area and all it will be easier to motivate these children and obtain results in a shorter period.
- 3) Where tribal blocks are available in a district, a block having higher number of non-enrolled children is selected in preference to a non-tribal area even the latter has more number of non-enrolled children.
- 4) While selecting rural blocks other than tribal block preference is given to blocks which are economically backward.
- 5) As far as possible contiguous blocks are not selected, so that different area in a district will have an early impact of this programme.

Criteria for selection of teachers:

- 1) An instructor should necessarily live in that village preferably working in the local school. The priority is as follows:
 - a) Retired teachers.
 - b) Local unemployed youth with Xth class qualification.
 - c) Retired officers, clerks etc.
- 2) Work in the NFE centre, should be subsidiary for the teacher.
- 3) Instructors involved in Adult Education Centre should not be employed.
- 4) He should not be involved in local politics.

1.4 Objectives of NFE Programme:

The curriculum and objectives have been formulated separately for NFE in Andhra Pradesh. The curriculum has been partially integrated in regard to Natural Science and Social Sciences, whereas the subject-wise curricular has been prepared for language (Telugu) and Mathematics. The curriculum in relation to Natural Science and Social Sciences is problem oriented and need-based. These two subjects are called the problem-areas.

The objectives (instructional) predominantly found in the problem areas are knowledge, skill and attitude. These objectives are also incorporated in the subject-wise curriculum for language and Mathematics. The classification of objectives of Non-formal education are as follows:

Academic Objectives	- 3
SUPW Objectives	1
Social Objectives	4
Health & Hygiene objectives	1

The general objectives of NFE can be listed as follows:-

- 1) To develop skills in literacy.
- 2) To teach literacy and Maths with a functional approach.
- 3) To motivate the underprivileged to commence learning and to continue to do so.
- 4) To motivate the drop-outs to come back into the educational fold (Multiple entry).
- 5) To develop proper habits and attitudes among children for a healthy living.
- 6) To train for occupation through work-experience.
- 7) To help children in understanding and appreciating their environment with a scientific outlook.
- 8) To bring out a relationship between educational programmes and needs, interests, abilities and aptitudes of learners.

9) To develop a sense of citizenship.

The course content in Non-formal Educational programmes is evolved keeping the above objectives. It may be that all students enrolled under non-formal education may not seek re-entry into the formal system education. Therefore, we may be confronted with two streams of pupils, those who seek reentry and those who wish to equip themselves for life. Therefore, the curricula should include not only linguistic and numerical skills, knowledge of environment-physical and social and minimum general education, but also some work experience to develop skills for minimum employment and for training for an occupation of specific nature and training for citizenship. Therefore, the curriculum in Andhra Pradesh, is a mixture of formal and functional application. Whether it is formal or non-formal system of education, the strategy should be not to develop parallel systems of formal and non-functional education, with functional approach as a separate sub-system, but to operationalise the concept of functional education approach in the total system of elementary education.

CHAPTER -IIINSTRUCTIONAL MATERIAL

2.1 &

2.2 Types of materials: content and objectives, number of Text Books, approach and duration

As regards the instructional materials, text books for classroom use, teachers' guides, training manual and evaluation materials are prepared in the State for use in the NFE scheme.

In Telugu language, 5 books are prepared for use in the centres. Out of these, one book is specifically prepared for use for childrens of tribal areas.

In Mathematics, 4 books are prepared for use in the centres,

In problem areas, i.e. Natural science and social sciences, 3 books are prepared for use in the centres.

For each of these books, in all the subjects a teachers' hand books is also prepared for use by the teachers.

A book on terminal competencies to be developed among children, who complete the phase I of NFE, is also prepared.

Besides, a training manual for the training of field functionaries has also been prepared.

No evaluation material, as such has been prepared. However, each lesson is provided with adequate exercises for use by children and the instructors.

2.3 Aspects of Text Books:

The textual material presented in the books are done, taking into cognizance, the abilities of the pupils. It has been presented on basis of the instructional objectives set out for the lesson and the subject. The text books material has been prepared with the aim of exploiting the maximum potential of the children.

Illustrations are provided in the text books, wherever necessary and taking care to see that they become a part of the lesson being given.

Exercises have been provided at the end of each lesson for the use of children and the instructive exercises have been provided with the aim of exploiting of the maximum potential of the children.

2.4 Dimensions of Text Books :

2.4.1 Academic

In language, 5 books are prepared for use in the centres. Of these, 1 book is specifically prepared

for use with the tribal children. In book I, there are 21 themes in book II, 20 themes; Book III-14 themes, Book IV -16 themes and in Book-V -15 themes, Exercises have been fully provided in the text books, to exploit the maximum potential of the lesson.

In Mathematics, 4 books are in use 14 different topics are presented in these 4 books; which further sub-divided into different themes. In these 4 books; the topic-wise distribution is as follows:

Book I-4; Book II-6; Book III-10; Book IV-13.

In problem areas, i.e. Natural Science and Social Science, 3 books are prepared and are in use. In Book I, there are 11 topics; Book II-14 topics and Book III-11 topics. Exercises have been provided for each lesson.

2.4.2 Sociological analysis:

Sociological objectives have been covered in all the text books vis-a-vis the instructional objectives. The content of objectives is adequately covered in exercises in language, Maths and problem areas. Both for problem areas language and Maths, conceptual approach has been adopted the presentation of lessons. The themes closely related to the environments for which the books have been prepared.

2.4.3. Linguistic Analysis:

In regard to develop linguistic abilities, the

five books contain the following teachable words;

Book I-300 : Book II-250: Book III-106:

Book IV-120: Book V-180

The length of the sentences is small in Book I and II whereas they are average in Books III, IV and V. The sentence patterns are satisfactory. The Communicability skill is adequately covered.

2.4.4. Psychological Analysis:-

The personal and social needs are adequately covered in language, Maths and problem areas.

2.4.5 Physical Analysis:-

All the books in Telugu, Maths and problem areas are printed in 1/8 Demisize. The number of pages in each text books are as follows:-

	BI	BII	BIII	B-IV	B-V	Total book
Telugu	70	60	72	83	104	5 Books
Maths	32	78	132	96	-	4 Books
Problem Area	120	132	140	-	-	3 Books

Illustrations are according to the geographical locations in problem areas and also for language and Mathematics.

In the NFE programme adopted in the State, no supplementary receiving material is provided.

2.5. Work Books

No work books are printed in the NFE programme of Andhra Pradesh. However, teachers hand books are printed.

CHAPTER- IIIINSTRUCTIONAL PROGRAMME

3.1 Nature and types of teacher guides-general/subject-wise/book-wise.

As has already been mentioned, there are 5 books in Telugu, 4 in Mathematics and 3 in problem areas for class room use. Each of these class books has a Teacher's Hand Book, to be used by the class teacher for effective class room instruction. These Hand Books are so prepared that they are both subject-wise and Book-wise.

The teacher's Hand Books include concepts to be covered, teaching technique, words to be explained, principles to be elaborated, lesson-wise exercises and assignments to be given to pupils (Evaluation).

3.2 & 3.3: INSTRUCTIONAL PROGRAMME SUGGESTED VIS-A-VIS ACHIEVING OF ACADEMIC, SOCIAL, NATIONAL AND VOCATIONAL OBJECTIVES:

In the Non-formal education programme followed in Andhra Pradesh, a curriculum, training manual, teacher's Hand Book, text books, Evaluation tools for terminal competencies are used, which are prepared by the State level resource centres, attached to SCERT. In all these books, methods of teaching are specifically

suggested. Some of the methods suggested are lecture, question-answer, drill, demonstration, observation, discovery, Lircussion, Self-learning a-nd others.

In the Problem areas, the above methods are suggested for developing skills in numeracy, literacy among children. The same methods are aga in suggested at appropriate places for developing environmental and social awareness.

Hand books for teachers have been prepared for the 3 text books in to problem area-s, which are being used Book I consists of 10 Units; Book-II, 12 Units; Book-III, 12 Units. Each stage in problem areas i.e. Stages II; III, and IV is taught for a period of 6 months each. To include social awareness, topics like education and literacy, community development, Entertainment, Nationality, Government, Culture and Cooperation are included. Similarly, to inculcate environmental awareness, topics like food, water cloths, house, health, transport, communication national resources and science topics are taught through text books. The methods of teaching inclusive lecture, question-answer method, self-learning. Discussion and soon.

With regard to subjectwise curriculum, in language and mathematics, methods of teaching, like lecture, question-answer, Drill, Demonstration, Observation, Discovery, Discussion and Self-learning are suggested in the curriculum. In telugu, there are 5 Books, - B I, B II, B III, B IV, B V, with 61 themes are prepared each book for each stage. Instruction for each stage is for a period of 6 months. Similarly, in Mathematics there are 3 books - B-I (stage -II) Book-II (Stage-III) and B-IV (Stage-IV) prepared for use in the class room covering 86 themes. The units include in languages are-Alphabet, sentence construction, joint letters, composition, punctuation, scientific topics, good manners, nature and environment lives of great men and so on. Similarly, in Maths, Units like number and places, Addition and subtraction, Multiplication, Mensuration, LCM/HCF, statistics, symmetry are included for instruction in the centres.

SUPW is not identified separately, though selected practices are being followed in the teaching at the centre level.

The teaching methods suggested in the curriculum, Teacher's Hand Books and Text Books have a common line of approach.

In regard to the achievement of Academic, Social National and vocational objectives are concerned, sufficient care is taken to see that adequate coverage is made in all the subjects. These objectives are trics to be achieved through the instruction programme.

3.4 Nature and type of training programmes.

There are 2 types of orientation programmes being organised in Andhra Pradesh - one is for instructors and another for supervision. The instructors course for 15 days and the supervision course is for 5 days.

3.5 CONTENT AND AREAS OF TRAINING PROGRAMMES:

A training manual is available for the training of supervision. They are expected to discharge the following functions:

- i) Survey of Drop-outs and Non-school going children.
- ii) Community Cooperation
- iii) Class room instruction
- iv) Evaluation
- v) Maintenance of Records.

In view of the above functions, to conduct the training programme includes the following:-

- i) Need & Objectives of NFE
- ii) Pedagogical Principles
- iii) Psychological Principles

- iv) Methodology & Evaluation
- v) Maintenance of Accounts
- vi) Attendance
- vii) Admission & Stock Registers.

The content includes both theoretical and practical aspects. A supervisor is expected to discharge the following functions:-

- i) Identification of centres and instructors.
- ii) Supply of teaching-learning materials.
- iii) Payment of Remunerations.
- iv) Regular Supervision.
- v) Guidance to the Instructors.

The content of the training programme includes

- i) Need & Objective of NFE
- ii) Pedagogical & Psychological principles.
- iii) Methodology.
- iv) Evaluation.
- v) Administration topics.

CHAPTER -IV

(EVALUATION)

4.1 Evaluation in NFE scheme, as followed in Andhra Pradesh is both summative and formative evaluation procedure are mentioned in the curriculum, teachers' guide and the teachers' manual. The utility and result of any programme is known through the evaluation that we incorporate of the scheme, NFE is no exception. This is why, the evaluation aspect of the programme is given due importance.

4.2 Evaluation in NFE centres is usually done, with two important objectives. One is to help the child learn better and the second is to improve the classroom instructions. With these two objectives in view, evaluation is one-
i) During the teaching-learning situation ii)
At the end of the Unit and iii) at the end of the programme. These three are done continuously although the period that the child stays in the centres.
The tools include, i) Teacher made reading tests ii) Teacher made writing tests; iii) Pupil's Assignment iv) Dictation and v) Calculation.

4.3 The Evaluation Procedures, so evolved are for both the total area of learning and also for subject areas. Besides, they include scope for

evaluating knowledge skills and attitudes. The tools used for the purpose are the observation, oral tests, written assignments and Activity Based tests. Observation is both on the basis of oral and group situation. Attitudes towards society, habits and adjustment are evaluated through oral questions and observations.

- 4.4 As has already been indicated the evaluation attempts at formative summative, diagnostic aspects
- 4.5. to
- 4.9. As such, an evaluation of NFE programmes in the State, since its inception, has not been attempted yet. The present evaluation by the Ministry of Education is the first of its kind. However, evaluation of NFE programme has been done in selected districts and the report is already submitted. However, the report of the Working Group at the State level for rational analysis of curriculum and instructional material of Non-formal Education on the Academic aspects is presented.

EVALUATION REPORT OF CURRICULUM ANALYSIS

TOOL -I

A separate curriculum has been formulated for non-formal education in Andhra Pradesh. The curriculum

has been partially integrated in regard to Natural Sciences and Social Sciences, where as the subjectwise curriculum has been prepared for language (Telugu) and Mathematics. The curriculum in relation to Natural Science and Social Sciences is problem-oriented and Need Based. These two subjects, put together, are also known as problem-areas. The content is integrated with life more than 50%.

The instructional objectives, predominantly found in the problem areas are knowledge skill and attitudes. These objectives are also incorporated in the subject wise curriculum for languages and Mathematics. The objectives listed out for non-formal education are as follows:

Academic Objectives	3
SUPW Objectives	1
Social Objectives.....	4
Health & Hygiene Objectives	1

The content of general and specific objectives is satisfactory. The statement of objectives in terms of behaviour and competency is satisfactory.

In the problem areas, i.e. Natural Science these are 6 topics, which are further subdivided into 147 concepts, Similarly in Social Sciences, there are 14 topics which are subdivided into 290 concepts.

In regard to subjectwise curriculum, nothing has been mentioned in the language area. Instead of 61 themes have been prepared for instruction in the NFE centres. In Mathematics, 9 topics are provided which are further subdivided into 86 themes.

With regard to Text-Books, 3 text books are prepared for problem areas, 5 for Telugu and 4 for Maths. In regard to the Time allotment, there will be 2 hours instruction daily for a period of 6 months for each stage.

Instructional and organizational aspects have also been suggested in the curriculum which are as follows, Activities, Visits, Field trips, Collection, Discussion, Demonstration, Observation and Exhibition Coverage of objectives is satisfactory as specified in the curriculum. The Evaluation practices have not been incorporated in the curriculum. These are separate tools for the purpose.

The NFE programme in Andhra Pradesh, provides for multiple entry into the formal stream. But for those who do not join formal stream, care has been taken to provide necessary skills required for that age-group. Besides, certain competencies have been developed in the child at the end of every

stage, which has not been mentioned in the curriculum. This becomes clear on an examination of the text books.

TOOL -2

ANALYSIS OF INSTRUCTIONAL MATERIAL (PRIMARY LEVEL)

This tool attempts at an analysis of instructional materials under Five parameters- pedagogical , Sociological, Linguistic, Psychological and Physical (Section-I) and analysis of supplementary readers (Section -II)

Section-I

i) Pedagogical Analysis:

In language, 5 books are prepared for use in the centres. Of these, one book is specifically prepared for use with the Tribal children. All the themes mentioned in the tool, find place in the text books, besides, some more themes which have been incorporated.

In Book I, there are 21 themes, Book II-20 themes, Book III - 14 themes, Book IV - 16 themes, and Book V -15 themes Exercises have been fully provided in these text books to exploit the maximum potential of the lessons.

In Mathematics, 4 books are prepared for use in the centres. 14 different topics are presented in these 4 books which are further subdivided into different themes. Exercises have been fully provided in these 'text' books, to exploit the maximum potential of the lessons. In these 4 books, the topics wise distribution is as follows:-

Book I-4: Book II- 6: Book III-10: Book IV -13:

In problem areas, i.e. Natural Science and Social Science, 3 books are prepared for use in the centres. All the themes mentioned in the tool, besides some more themes incorporated, find place in all the text books. In Book I there are 11 topics, Book II-14 and Book III -11 Exercises have been fully provided in these text books, to exploit the maximum potential of the lessons.

ii) Sociological Analysis:

Sociological objectives have been fully covered in the instructional objectives of language, Maths, and problem areas. The content of objectives is adequately covered in the exercises in language, Maths and problem areas. Both for problem areas and language and Maths, conceptional approach has been adopted in the presentation of lessons. The themes closely related to the environments for which the books have been prepared.

iii) Linguistic Analysis:

In regard to develop linguistic abilities the five books contain the following teachable works - Book I-300; Book II-250; Book III-106; Book IV -120; Book V -180;

The length of the sentences is small in Books I and II whereas they are average in Books III, IV and V. The sentence patterns are satisfactory. The communicability skill is adequately covered.

iv) Psychological Analysis:

The personal and social needs are adequately covered in Language Mathematics and problem areas.

v) Physical Analysis:

All the books in Telugu, Maths and problem areas are printed in 1/8 demisize. The number of pages in each text book are as follows:-

	BI	BII	BIII	IV	V	Total Books
Telugu	70	60	72	83	104	5 Books
Maths	32	78	132	96	-	4 Books
Problem areas	120	132	140	-	-	3 Books

Illustrations are according to the geographical locations in problem areas and also for language and mathematics.

Section -IISupplementary Reader:

In the NFE programme adopted for Andhra Pradesh, no supplementary reading material is provided.

TOC L -IIIAnalysis of Methods of Teaching and Training Programme

Section - .

1) Method of Teaching:

In the Non-formal education programme followed in Andhra Pradesh, a curriculum, a training manual, a teacher's Hand Book, text Books, evaluation tools for terminal competencies are used which are prepared by the State level Resources centres, attached to SCERT. In all these books, methods of teaching are specifically mentioned. Some of the teaching methods suggested are Lecture, question-answer, Drill, Demonstration, Observation, Discovery, Discussion, self-learning and others.

In the problem areas, the above methods are suggested for developing skills in Numeracy and literacy among children. The same methods are again suggested at appropriate places, for developing environmental and social awareness.

Hand Books for teachers have been prepared for the three text books in the problem areas, which are in use today. Book-I consists of 10 units, Book II-12 Units and Book III-12 Units. Each stage in problem areas i.e. Stage II, III, and IV is taught for a period of 6 months each. To inculcate social awareness, topics like education and literacy, community Development

Entertainment, Nationality, Government, Culture and Cooperation are taught. Similarly to inculcate environmental awareness, topics like Food, Water, Clothes, House, Health, Transport, Communication, Natural Resources, Science topics are taught through the text books. The method of teaching include lecture, question-answer method, self-learning, discussion etc.

With regard to subjectwise curriculum, in language and mathematics, methods of teaching like lecture, question-answer, Drill, Demonstration, Observation, Discovery, Discussion, and Self-learning are suggested in the curriculum. In language, there are 5 books-BI, BII, BIII, BIV, BV, with 61 themes are prepared each book for each stage. Instruction for each stage is for a period of 6 months. Similarly in Mathematics, there are 3 books- Book-I (Stage -II) Book II (Stage III) and Book IV (Stage-IV) prepared for use in the class room, covering 86 themes. The units included in language are-Alphabet, sentence, construction, joint-letters, composition, punctuation, scientific topics, good manners, Nature and environment, lives of great manners, Nature and environment, lives of greatmen and so on. Similarly in Maths units like number and places, Addition and substraction

multiplication, mensuration, LCM/HCF, statistics, symmetry are included for instructions in the centres. For each unit, an appropriate method is suggested.

SUPW is not identified separately, though selected practices are being followed in the teaching at the centre level. The teaching methods suggested in the curriculum, Teacher's Hand Book, Text Books are satisfactory and there is a common line of approach.

Section -II

1) Training programmes and personnel :

A Separate training manual (non-formal training- Manual) is available for training the instruction. This is prepared by S.L.R.C., with also the training agency. The training programmes include lectures on Need and Objectives of NFE, Pedagogical Principles, psychological principles, methodology and Evaluation and maintenance of accounts, attendance, evaluation, admissions and stock register. This is for a period of 15 days. The instructors are expected to discharge the following functions:-

- i) Survey of Drop-outs and Non-schools going children.
- ii) Community cooperation
- iii) Class room instruction.

- iv) Evaluation
- v) Maintenance of Records.

An instructor should be a working teacher, Xth class passed, non-controversial and non-political individual. All the various methods of teaching are followed.

There is a separate training programme for supervision which is for a period of 5 days. A supervisory is a B.A/B.Sc and B.Ed. The content in the training programme include Need and Objectives of NFE, Pedagogical and Psychological principles, Methodology and Evaluation besides administration aspects.

A supervision is expected to discharge the following functions:⁶

- i) Identification of centres and instructors.
- ii) Supply of teaching-learning material
- iii) Payment of remuneration
- iv) Regular supervision and
- v) Guidance to the instructor.

In regard to supervision training, duration of the programme has to be increased and they should be held frequently. The training programmes are satisfactory.

Woj -IV

(PROCEDURE OF PUPIL EVALUATION)

Evaluation procedures are mentioned in the Curriculum, Teacher's guide and the training manual.

Evaluation in NFE centres, have got two important objectives -Helping the child to learn and improving the teaching with these two objectives in view evaluation is done during the teaching-learning situation (D). At the end of the Unit (U) and at the end of the programme (T). However, in this state there is no final test being conducted at the end of phase I for purpose of certification for which proposals are under consideration. The evaluation is mostly internal evaluation-Formative and summative.

Separate evaluation tools have been prepared in language, Maths and Problem area which include i) Teacher made Reading Tests; ii) Teacher made writing tests; iii) Pupil's assignment; iv) Dictation and v) Calculation. The evaluation procedures, so evolved one for both total area of learning and also for subject areas. The evaluation tools include scope for evaluating knowledge, skills and attitudes. The tools used for the purpose are the observation, oral test, written assignments and activity based test. Observation is both on the basis of individual and group.

Attitudes towards society, habits and adjustment are also evaluated through oral questions and observation. The issue of providing certificates is not contemplation. Summative evaluation is conducted and marks are awarded.

Evaluation for the whole state has not been undertaken so far. The present evaluation is the first of its kind. However, evaluation of NFE has been done in selected districts and report submitted.

LIST OF THE PARTICIPANTS OF THE RATIONAL EVALUATION
WORKSHOP IN ANDHRA PRADESH

Dr. T. Goverdhan Raj,
Lecturer NFE,
SCERT, Hyderabad.

Shri N. Purushothama Raj,
Lecturer, NFE,
SCERT, Hyderabad,
H.S.

Shri B. Illasi Sarvothama Rao,
Lecturer,
Department of Statistics,
SCERT, Hyderabad.

Smt. A. Susheela Devi,
Lecturer,
Department of Evaluation,
SCERT, Hyderabad,

Shri G. Phaneendranath,
Lecturer,
Department of Evaluation,
SCERT, Hyderabad.

Shri K. GOPAL REDDY,
Science Supervisor,
Department of Maths & Science,
SCERT, Hyderabad.

Shri G. Jagan Mohan,
Coordinator (NFE)
Government TTI Medak,
Medak District, Hyderabad.

Shri S. DEVI DAS,
Coordinator (NFE),
Government TTI Adilabad,
District + Adilabad,

LIST OF MEMBERS OF WORKING GROUP MEETING TO FINALISE
THE TOOLS FOR REGIONAL EVALUATION

Shri I.C. Goswami Project Coordinator (Lead)	Assam.
Prof. J. Nini Pantuhe Project Coordinator (Lead)	Andhra Pradesh.
Mrs. Bela Lahri Project Coordinator (Lead)	Bihar.
Miss. Hafiza Begum Project Coordinator (Lead)	Jammu & Kashmir.
Shri. S.K. Mohapatra Project Coordinator (Lead)	Orissa.
Shri. G.N. Chiranj Project Coordinator (Lead)	Rajasthan.
Shri. R.S. Lal Project Coordinator (Lead)	Uttar Pradesh.
Prof. H.B. Majumdar Project Coordinator (Lead)	West Bengal.
Shri. A.U. Ahmed Jt. Director of Elementary Education (NFE)	Assam.
Shri T.D. Prasad Rao Jt. Director of School Education (NFE)	Andhra Pradesh.
Shri. B.K. Tinday Senior Consultant (NFE)	Bihar.
Shri. P.N. Russi Jt. Director of Public Instructions (NFE)	Madhya Pradesh.
Shri. B.C. Bindra Research Officer (NFE)	Jammu & Kashmir.

Shri R.K. Kar, Joint Director of Public Instruction NFE	Orrisa.
Shri S.M. Mehta, Joint Director	Rajasthan.
Shri R.J. Sharma, Joint Director	Uttar Pradesh.
Mrs. Rabha Basu, Joint Director of Secondary Education	West Bengal.

NIIT

Professor Satya Bhushan Director
Mr. M.M. Kapoor, Senior Fellow
as Head (BNB)
Dr. S.J.L. Nikgi, Associate Fellow
Mr. V. Rana Raw, Project Assistant
Mr. J.I. Malik, Project Assistant

NCERT

Professor K.G. RASTOGI, Project Director,
Professor N.K. VASHE, Project Incharge
Dr. (M.S) S.R. Arora, Project Coordinator
Dr. Nagendra Singh, Project Associate.
Miss S. Das, Project Associate,
Dr. Trabhukur Singh, Statistician